

SJ Learns Meeting Notes

February 23, 2015—9:00 a.m. to 10:30 a.m.—City Hall Wing, Room 118-119

Welcome & Introductions (Mayor Liccardo)

What is the shared opportunity, with City engagement, in partnership with our districts, foundations, and nonprofits?

- City as a convener to help identify gaps and programs to address them
- Ideas/concepts to shape group's work:
 1. Afterschool not summer (time constraint to get program up & running, initially)
 2. Aligned with learning that happens during the school day
 3. Focus on K—5/6
 4. City will not provide direct service
 5. Scalable opportunities
 6. Show impact to attract additional funders

Vision for the Work (Councilmember Carrasco)

- City as a convener; can bring resources and energy to this issue
- Strongly values summer learning

The Importance of Focusing on After-School Programs (Dr. Carson)

How do we achieve the vision?

1. Have a shared commitment for our children
2. Need to do things differently
3. All participants committed to engage in dialogue, contribute time and to achieve our shared goal
4. Collaboration is key

Identifying key characteristics of effective programs (Grouped by themes identified by members):

1. *Curriculum*
 - a. Alignment with learning that happens during the school day
 - b. Focus on Common Core (CCSS), Next Generation Science Standards (NGSS) and STEM
 - c. Project-based learning
 - d. Different formats: group learning vs. 1:1 support
 - e. Balance between academics and enrichment
 - f. Ensure our programs are nurturing, challenging, engaging, and foster lifelong learning
 - g. Can reach special needs children (i.e., ADHD)
 - h. Leverage technology
 - i. Based on best practices
 - j. 21st Century Skills (Communication, Creativity, Collaboration and Critical Thinking)

- k. Bring relevancy into learning
- 2. *Evaluation*
 - a. Goals and outcomes aligned with learning that happens during the school day
 - b. Clear expectations and outcomes
 - c. Continuous improvement, changes should be made in weeks, not years
- 3. *Professional development*
 - a. Highly effective/qualified adults
 - b. Classroom teachers as mentors/support
- 4. *Coordination*
 - a. Engagement of parents, teachers, and administrators
 - b. Consider that not all schools are the same or need the same level of resources
 - c. Positive reinforcement by staff, parents and students
 - d. Equitable administrative leadership
 - e. Emphasis on teachers' input, expertise (they should be at the table)
- 5. *Other*
 - a. Accountability standards for the SJ Learns committee
 - b. Consider rebranding: extended day, extended week, extended year
 - c. Give the students voice/choice

A facilitated discussion by Matt Hammer:

How do we define student success?

Ideas/standards for measurement:

1. Being prepared for college—A-G requirements and metrics for early math
2. Provide resources for young people not immediately going to college and the “world of work”
3. 3rd grade reading proficiency
4. STEM and mathematics skills, next generation science standards
5. Academic growth in the basics such as math, writing and reading
6. Drop-out rate
7. Critical thinking skills and readiness after high school
8. Students are confident learners ask questions, learn to advocate for themselves to get the resources they need to succeed
9. Early-learning readiness (0-5 age group)
10. Career/vocational educational successes

How do we identify the greatest need?

Characteristics to consider:

1. Pre-K children whose parents need support on developing child's language skills, expanding vocabulary, etc.
2. Alum Rock School District students
3. State definition of LCFF and its key priority areas; it's a start although not sufficient
4. Consider concentrations of students who are low-income, foster youth, ELL

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5. Socio-economic indicators, for example schools that are not Title I and not high-economic schools, these need the most attention
6. At-risk, gang impacted youth
7. Middle school (4th and 6th grade) is an important group
8. High school students
9. Use equity as a lens to identify greatest need

Public Comment

- Principals need to be on board; create a sense of ownership; they can also advise on the outcomes
 - Leverage professional development for program staff from teachers; they are already experienced and can help connect with the school's curriculum
 - Good resource for group: Michael Funk, CA Dept. of Education
 - Use common core and next generation science standards for creative problem solving
 - Leverage resources that already exist and various sectors in the community, do not re-invent curriculum
 - Focus on middle school students
 - Key group: students in the middle of the service spectrum
 - Relevance of the programs matters to students, students want to learn when education is relevant to their lives
 - Make sure there is an alignment with afterschool programs that already exist and what's happening at the state level
 - Focus on the term "expanded" so afterschool programs are thought of as continuation of the school day
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Future Meeting Dates

<u>Date</u>	<u>Time</u>	<u>Location</u>
3/26/15	9:00 a.m.—10:30 a.m.	TBD
4/17/15	10:30 a.m.—12:00 p.m.	TBD
5/29/15*	9:00 a.m.—10:30 a.m.	TBD
6/25/15	10:00 a.m.—11:00 a.m.	TBD

*Date conflicts with East Side Alliance Meeting